

Sebright Cygnets Nursery

Inspection report for early years provision

Unique reference number	205437
Inspection date	04/02/2009
Inspector	Jenny Batelen

Setting address	Franche Road, Wolverley, Kidderminster, Worcestershire, DY11 5TP
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Sebright Cygnets Nursery is managed by a committee and is registered on the Early Years, compulsory and voluntary parts of the Childcare register. It operates from a self-contained unit attached to Wolverley Sebright VA Primary School in Wolverley, on the outskirts of Kidderminster. The setting serves the local and surrounding areas. A maximum of 20 children may attend the nursery or the out of school club at any one time. The nursery is open each weekday from 09:00 to 15:00 during school term times. Children may attend for a variety of sessions between these times. The group also runs Wolverley Activity Club, which provides out of school care from 08:30 until 09:00, and from 15:00 until 17:30, and some play sessions during the school holidays. All children share access to a secure enclosed outdoor play area, and the premises are accessible for persons with mobility difficulties.

In the nursery there are currently 30 children aged from two to under five on roll. This includes 14 children in receipt of early education funding. There are currently 99 children on roll who attend the out of school club. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

The setting employs one full-time and five part-time members of staff who work with the children, all of whom have an early years qualification to at least National Vocational Qualification Level 3. The setting also employs an administrator and a lunch time supervisor. The nursery receives support from the local authority and has close links with the school.

Overall effectiveness of the early years provision

The overall effectiveness of this nursery is good. The leadership and management are focused on ensuring that all children enjoy their time in a safe environment, in which parents have confidence. Children's individual needs, including those with learning difficulties and /or disabilities and those who speak English as an additional language, are valued and met through discussion and planning. The needs of children in the Early Years Foundation Stage (EYFS) are clearly understood and all children are able to make good progress in their learning and development. Self evaluation is in place and becoming more formalised and there is good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use observation and supporting evidence to inform assessment in order to identify the next steps in learning for each child
- involve all stakeholders in self evaluation to further improve the provision.

The leadership and management of the early years provision

The leadership and management of this setting are good. The staff work as a team to ensure good care for all the children. The manager, appointed since the last inspection, ensures that policies and procedures are rigorous and regularly updated and that risk assessments are in place. There has been good progress on the recommendations from the last inspection. All adults have appropriate qualifications and update these qualifications through ongoing training. Welfare and safety is important, as reflected in the good procedures and well established routines which ensure all children are effectively safeguarded. The nursery promotes happy and confident children as was shown by the way children responded to a visitor.

Good self-evaluation processes are developing and currently involve all staff as they regularly evaluate the activities and progress of the children and plan for the future. Other stakeholders are not yet involved in the self-evaluation. A communication book between staff means that part-time staff are up to date with key information regarding the children. All children are able to make good progress because of the inclusive nature of the provision.

The links with parents are good and there are opportunities to share information regarding children's progress through open days and parents' evenings. Information in the entrance helps parents understand the organisation of the setting and also the elements of the EYFS curriculum and this is supported with photographs. The manager is currently working to develop a system that allows parents to have more regular information specific to their child. The setting works well with the school and is reviewing processes to ensure that as nursery children move into Reception class the assessment information will support their further progress. The Early Years mentor provides good support to the setting's development of their Early Years practice.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. There are many activities freely available to all children ensuring a good balance of learning across all areas of the Early Years' curriculum. This includes a computer that enables children to develop and improve ICT skills. Children are able to make independent choices, such as wanting to spend the day as Snow White and continue this when going home. The secure and safe outside area is easily accessible, with a wide variety of equipment, a role play area, quiet area and growing spaces. Children's safety and well-being is important and policies are in place to ensure that health issues are correctly addressed. A removable canopy ensures safety from the sun, when using the outside area. Early Years children who attend the out of school club are safely transferred to and from their class in school.

Planning is based on the EYFS areas of learning within a half-termly theme. Children are able to learn about other countries and customs, as with Chinese New Year when they were able to dress up in Chinese clothes, as well as making a

dragon. Speaking and listening skills are encouraged and during a story session children contributed their thoughts about the story and the pictures.

Assessments are made using observation and commentary and there are personal folders for each child. As the folders are recently introduced the system is not yet fully effective in identifying the next steps in learning for each child. There is a developing emphasis on ensuring that evidence supports the assessments and that this is shared with parents. Key workers assess their own identified children, but also others in order to ensure no opportunities are missed.

The welfare of all children is promoted well. They are encouraged to develop a healthy lifestyle through the provision of healthy snacks and drinks and healthy lunch boxes sent in by parents. There is plenty of opportunity for physical activity through the use of the outside area and access to the school playground and hall. Hygiene routines are followed.

Behaviour is good and children have talked through the 'Golden Rules' together to ensure understanding. As a result children work and play together well. These skills, along with their independence ensure children will make a successful move into the next stage of their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.